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ABSTRACT

In 1980, a study was conducted to determine the student dropout rate at the University of South Carolina at Lancaster and the characteristics of typical dropout students. Data were obtained for 99% of the 736 students enrolled during fall 1980 with respect to variables including race, sex, marital status, age, major, day/evening schedule, commuting distance, semester hours attempted and completed, grade point average (GPA), predicted GPA, aptitude test scores, and admissions classification. Of these students, 41.85% returned in fall 1981 and 67.58% returned in spring 1981. When contrasted with returning students, non-returning students were significantly more likely to be readmitted students, to be undecided about their major, and to have lower GPA's. In addition, non-returning students took significantly fewer semester hours. Certain variables, such as marital status, day/evening attendance, and age, were significantly related to attrition during the spring semester, but not during the fall semester. The study report presents tables including descriptive data for the entire 1980 student population, as well as tables contrasting returning and non-returning students for both fall and spring semesters according to 15 variables. (LL)

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USC-LANCASTER: A RETENTION STUDY FOR A TWO-YEAR COMMUTER CAMPUS

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JC 830 272

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USC-Lancaster Retention Committee Report #1

Statistical Analysis of Attrition Rates

There were two prime objectives of this study: (1) ascertaining the dropout rate at USC-Lancaster and (2) determining the characteristics of the "typical" USC-L dropout.

After initial data were gathered, the committee thought it best to focus on two types of dropout rates. One rate includes those students who dropout after the first semester and therefore fail to return for the spring semester. The second group includes those students who return for spring semester but not the following fall semester.

In regards to the characteristics of the USC-L dropout, the committee assumes that of most importance is the need to determine if there are any special characteristics which distinguish the returning from the nonreturning student. In order to pursue this need, a total of 15 variables were selected to form the basis of the comparison. These variables were selected because national research studies pinpointed such variables as significant in distinguishing the returning and nonreturning.

These variables include:

1. Race
2. NSI
3. Enrollment in University 101
4. Sex/Marital Status
5. Commuting Distance to College
6. Evening or Daytime Schedule
7. Academic Major
8. Age
9. Semester Hours Completed
10. Semester Hours Attempted
11. GPR
12. Predicted GPR (high school rank and SAT V/SAT M)
13. SAT Verbal
14. SAT Math
15. Admission's Classification (Basis Type)

Data were gathered from 1501 students - the total number of students enrolling for Fall semester 1979 and Fall Semester 1980. Results from the 1980 group (736 students) appear in this report. Data on the 15 variables were collected for each of the 736 students studied. Some variables contained data which were incomplete, inaccurate or missing; thus some variables will not have all 736 students included in the analysis. However, data are known for over 99 percent of all 736 students in all but three variables (Basis Type, Predicted GPR, Sat Scores). The 1979 group does not have all the data at hand,

except for the attrition rates, the 1979 group is not included in this report. However, those variables from which data from the 1979 group are available do not significantly differ from the 1980 group in either percentage or statistical interpretation.

Statistical analyses were run on each variable to determine which, if any, of the variables were statistically significant in distinguishing the returning from nonreturning student. In addition to these variables, a student survey aimed at determining the students' reasons for dropping out was mailed to each student who enrolled in fall 1979 but who dropped out in spring 1980. Some 437 surveys were mailed, and the results are contained in this report.

Results of the three month study are included in five major areas within this report:

1. The General Descriptive Data of the 1980 Student Group
2. The Dropout Rates for the spring and fall terms 1979 and 1980
3. The Characteristics of the USC-L dropout: A Statistical Analysis
4. The Results of the Students Dropout Survey
5. Summary of Findings

The General Descriptive Data for the 1980 Student Group

Total Students Surveyed = 736

(1) Race

	N	%
White =	620	(84.2)
Black =	110	(15.1)
Other =	6	(0.8)
Total =	736	

(2) NSI

	N	%
New Students	262	(28.09)
Readmits/ Provisional	86	(11.68)
Transfers	80	(10.87)
Continuing Students	308	(41.85)
Total =	736	

(3) University 101 Enrollment

	N	%
Non-University 101 Enrollment	27	(3.7)
University 101 Enrollment	709	(96.3)
Total =	736	

(4) Commuting Distance

	N	%
0-5 miles	214	(34.39)
5.1-10 miles	228	(30.98)
10.1-25 miles	129	(17.53)
Over 25 miles	158	(21.47)
Unknown	7	(1.00)
Total =	736	

(5) Evening vs Daytime Enrollment

	N	%
Evening only	123	(16.71)
Daytime only	351	(66.30)
Evening/Day	120	(16.30)
Unknown	5	(0.68)
Total =	736	

(6) Sex/Marital Status

	N	%
Single Males	208	(28.26)
Married Males	83	(11.28)
**Other Males	3	(0.40)
Single Females	294	(39.95)
Married Females	124	(16.85)
**Other Females	24	(3.26)
Total =	736	

** Includes separated, widowed, and divorced

(7) Majors

Undecided Majors	N	%
Undecided	198	(27.09)
Non-Undecided	533	(72.91)
Total =	731	

Business Administration Majors	N	%
Business Majors	116	(15.87)
Non-Business Majors	615	(84.13)
Total =	731	

Education Majors	N	%
Education Majors	66	(9.03)
Non-Education Majors	665	(90.97)
Total =	731	

2 Year Nursing Majors	N	%
2 Year Nursing Majors	22	(3.01)
Non-2 Year Nursing Majors	709	(96.99)
Total =	731	

4 Year Nursing Majors	N	%
4 Year Nursing Majors	42	(5.75)
Non-4 Year Nursing Majors	689	(94.25)
Total =	731	

Engineering Majors	N	%
Engineering Majors	29	(3.97)
Non-Engineering Majors	702	(96.03)
Total =	731	

Secretarial Science	N	%
Secretarial Majors	35	(4.79)
Non-Secretarial Majors	696	(95.21)
Total =	731	

General Studies	N	%
General Studies	24	(3.28)
Non-General Studies Major	707	(96.72)
Total =	731	

Law Enforcement Majors	N	%
Law Enforcement Majors	25	(3.42)
Non-Law Enforcement Majors	706	(96.58)
Total =	731	

Commercial Science Majors	N	%
Commerical Majors	27	(3.69)
Non-Commerical Majors	704	(96.31)
Total =	731	

Other Majors	N	%
Other Majors	147	(20.11)
Non-Other Majors	584	(79.89)
Total =	731	

(8) Basis Type

NP Probationary Admissions	N	%
NP	20	(4.96)
Non-NP	383	(95.04)
**Total =	403	

RB Readmit Bachelor Program	N	%
RB	59	(14.64)
Non-RB	344	(85.36)
Total =	403	

RA Readmit Associate Program	N	%
RA	22	(5.46)
Non-RA	381	(94.54)
Total =	403	

PL Provisional Limited	N	%
PL	24	(5.96)
Non-PL	379	(94.04)
Total =	403	

TB Transfer Bachelor Program	N	%
TB	30	(7.44)
Non-TB	373	(92.56)
Total =	403	

HX 25 Years or Older	N	%
HX	55	(13.65)
Non-HX	348	(86.35)
Total =	403	

HR Branch Scholars	N	%
HR	68	(16.87)
Non-HR	335	(83.13)
Total -	403	

HB (Bachelor Program)	N	%
HB	125	(31.02)
Non-HB	278	(68.98)
Total =	403	

(9) Age

N	Average
731	(24.97)

(10) Hours Attempted - Fall Semester

N	Average
732	(10.196)

(11) Hours Completed

N	Average
736	(23.676)

(12) Fall GPR

N	Average
728	(2.469)

(13). SAT-Verbal

N	Average
356	(374.63)

(14) SAT-Math

N	Average
356	(390.25)

(15) Predicted GPR

N	Average
241	(2.027)

** Continuing Students Have No Basis Type Classification.

The Drop-out Rates For Spring and Fall Terms 1979 and 1980

1980

N = 736

	N	%
Return Fall, 1981 =	308	(41.85)
Non-Return Fall, 1981 =	428	(58.15)
Return Spring, 1981 =	494	(67.58)
Non-Return Spring, 1981 =	242	(32.42)

1979

N = 762

	N	%
Return Fall =	316	(41.46)
Non-Return Fall =	446	(58.53)

Characteristics of the USC-L Dropout

N= Number of Students
R= Number of Returning Students
NR= Number of Non-Returning Students

( ) = Percentage
t = t test statistical analysis
χ^2 = chi square statistical analysis
* = significant difference at .05 level

Race

	Spring N	Spring R	Spring NR	Fall R	Fall NR
White/other	626	413 (66.0)	213 (34.0)	265 (42.3)	361 (57.7)
Black	110	81 (73.6)	29 (26.4)	43 (39.1)	67 (60.9)
Total	736	494 (67.58)	242 (32.42)	308 (41.85)	428 (58.15)

$\chi^2 = 2.77$ $\chi^2 = .547$

Conclusion: No significant difference in the drop-out rates between black and non-black students during either spring or fall semesters.

NSI

	Spring N	Spring R	Spring NR	Fall N	Fall NR
New Students	262	193 (73.67)	69 (26.34)	115 (43.89)	147 (56.11)
Readmits	86	36 (41.86)	50 (58.14)	21 (24.42)	65 (75.58)
Transfers	80	54 (67.50)	26 (32.50)	36 (45.00)	44 (55.00)
Continuing	308	211 (68.51)	97 (31.49)	136 (44.16)	172 (55.84)
Total	736	494 (67.12)	242 (32.88)	308 (41.85)	428 (58.15)

$\chi^2 = 28.556^*$ $\chi^2 = 15.589^*$

Conclusion: There is significant difference in drop-out rates among students as classified by the NSI ratings. New students are far less likely to drop out compared to readmit students. Readmits are clearly prone to drop out in either spring or fall.

Sex/Marital Status

	Spring				Fall			
	N	R		NR	R		NR	
Single Male	208	148	(71.15)	60 (28.85)	83	(39.90)	125	(60.10)
Married Male	83	47	(56.62)	36 (43.37)	33	(39.76)	50	(60.24)
Other Male	3	1	(33.33)	2 (67.67)	0	(0)	3	(100.00)
Single Female	294	212	(72.11)	82 (27.89)	125	(42.52)	169	(57.48)
Married Female	124	72	(58.06)	52 (41.94)	58	(46.77)	66	(53.23)
Other Female	24	14	(58.33)	10 (41.67)	9	(37.50)	15	(62.50)
Total	736	494	(67.12)	242 (32.88)	308	(41.85)	428	(58.15)

$\chi^2 = 13.88^*$ $\chi^2 = 2.33$

Conclusion: The single male and female students are much more likely to return in spring than are the married male and female students who are likely to dropout after one semester. This effect is not evident, however, for the fall semester.

Commuting Distance

	Spring				Fall			
	N	R		NR	R		NR	
0-5 miles	214	146	(68.22)	68 (31.78)	94	(43.92)	120	(56.08)
5-10 miles	228	142	(62.28)	86 (37.72)	88	(38.60)	140	(61.40)
11-25 miles	129	95	(73.64)	34 (26.35)	62	(48.06)	67	(51.94)
25 miles	158	109	(68.99)	49 (31.01)	63	(39.87)	95	(60.13)
Unknown	7	2	(28.57)	5 (71.43)	1	(14.28)	6	(85.71)
Total	736	494	(67.12)	242 (32.88)	308	(41.85)	428	(58.15)

$\chi^2 = 5.37$ $\chi^2 = 3.637$

Conclusion: The distance in which students commute to USC-L is not significantly related to student drop-out rates.

Evening/Daytime

	Spring			Fall	
	N	R	NR	R	NR
Evening	123	59 (47.97)	64 (52.03)	43 (34.96)	80 (65.04)
Day	488	351 (71.92)	137 (28.07)	219 (44.87)	269 (55.13)
Both	120	84 (70.00)	36 (30.00)	46 (38.33)	74 (61.67)
Unknown	5	0 (0)	5 (100.00)	0 (0)	5 (100.00)
Total	736	494 (67.12)	242 (32.88)	308 (41.85)	428 (58.15)
		$\chi^2 = 23.85$		$\chi^2 = 4.99$	

Conclusion: Evening students are more likely to drop out during spring semester. This is not so, however, for fall drop-out rates as no significant difference exist among the groups.

Majors

100 Undecided Majors

	Spring			Fall	
	N	R	NR	R	NR
100 Majors	198	115 (58.08)	83 (41.92)	69 (34.85)	129 (65.15)
Non-100 Majors	533	379 (71.10)	154 (28.89)	239 (44.84)	294 (55.16)
Total	731	494 (67.58	237 (32.42)	308 (42.13)	423 (57.87)
		$\chi^2 = 10.56$		$\chi^2 = 6.209$	

Conclusion: Students with undecided majors are more likely to drop out in spring and fall than students with decided majors.

200 Business Administration Majors

	Spring			Fall	
	N	R	NR	R	NR
200 Majors	116	76 (65.52)	40 (34.48)	47 (40.52)	69 (59.48)
Non-200 Majors	615	418 (67.97)	197 (32.03)	261 (42.44)	354 (57.56)
Total	731	494 (67.58)	237 (32.42)	308 (42.13)	423 (57.87)
		$\chi^2 = .2609$		$\chi^2 = .098$	

Conclusion: There is no significant difference in drop-out rates between Business Administration Majors and Non-Business Administration Majors.

300 Education Majors

	Spring			Fall	
	N	R	NR	R	NR
300 Majors	66	47 (71.21)	19 (28.79)	36 (54.55)	30 (45.45)
Non-300 Majors	665	447 (67.22)	218 (32.78)	272 (40.90)	393 (59.10)
Total	731	494 (67.58)	237 (32.42)	308 (42.13)	423 (57.87)
		$\chi^2 = .4650$		$\chi^2 = 4.518^*$	

Conclusion: There is no difference in drop-out rates between Education and Non-Education Majors for spring, but Education Majors are more likely to return for fall than Non-Education Majors.

Nursing - 050

	Spring			Fall	
	N	R	NR	R	NR
050 Major	22	20 (90.91)	2 (9.09)	12 (54.55)	10 (45.45)
Non-050 Majors	709	474 (66.85)	235 (33.15)	296 (41.75)	413 (58.25)
Total	731	494 (67.58)	237 (32.42)	308 (42.13)	423 (57.87)
		$\chi^2 = 12.3878^*$		$\chi^2 = 1.409$	

Conclusion: Nursing Majors are less likely to drop out following the first semester than Non-Nursing Majors. Afterwards, however, there is no difference in drop-out rates between Nursing and Non-Nursing Majors.

960 - Four Year Nursing

	Spring			Fall	
	N	R	NR	R	NR
960 Majors	42	34 (80.95)	8 (19.05)	22 (52.38)	20 (47.62)
Non-960 Majors	689	460 (66.76)	229 (33.24)	286 (41.51)	430 (58.49)
Total	731	494 (67.58)	237 (32.42)	308 (42.13)	423 (57.87)
		$\chi^2 = 5.08^*$		$\chi^2 = 1.875$	

Conclusion: Nursing Majors are less likely to drop out following the first semester than Non-Nursing Majors. Afterwards, however, there is no difference in drop-out rates between Nursing and Non-Nursing Majors.

Engineering

	Spring				Fall			
	N	R		NR	R		NR	
Engineering Majors	29	22	(75.86)	7	8	(27.59)	21	(72.41)
Non-Engineering Majors	702	472	(67.24)	320	(32.76)	300	(42.74)	402	(57.26)
Total	731	494	(67.58)	237	(32.42)	308	(42.13)	423	(57.87)

$\chi^2 = 1.12$ $\chi^2 = 3.16$

Conclusion: There is no significant difference in drop-out rates between 450 majors and Non-450 majors

Secretarial Science

	Spring				Fall			
	N	R		NR	R		NR	
Secretarial Majors	35	30	(85.71)	5	(14.29)	21	(60.0)	14	(40.00)
Non-Secretarial Majors	696	464	(66.67)	232	(33.33)	287	(41.24)	409	(58.76)
Total	731	494	(67.58	237	(32.42)	308	(42.13)	423	(57.87)

$\chi^2 = 9.67^*$ $\chi^2 = 4.88^*$

Conclusion: Secretarial Science Majors are much more likely to return than Non-950 majors.

General Studies

	Spring				Fall			
	N	R		NR	R		NR	
General Studies Majors	24	14	(58.33)	10	(41.67)	8	(33.33)	16	(66.67)
Non-General Studies Majors	707	480	(67.89)	227	(32.11)	300	(42.43)	407	(57.57)
Total	731	494	(67.58)	237	(32.42)	308	(42.13)	423	(57.87)

$\chi^2 = 1.636$ $\chi^2 = .8621$

Conclusion: There is no significant difference in drop-out rates between 910 and Non-910 majors.

Law Enforcement Majors

	Spring				Fall			
	N	R		NR	R		NR	
Law Enforcement Majors	25	10	(40.00)	15	(60.00)	8	(32.00)	17 (68.00)
Non-Law Enforcement Majors	706	484	(68.56)	222	(31.44)	300	(42.49)	406 (57.51)
Total	731	494	(67.58)	237	(42.42)	308	(42.13)	423 (57.87)

$\chi^2 = 8.229^*$ $\chi^2 = 1.215$

Conclusion: Law Enforcement Majors are much less likely to return for spring than are Non-Law Enforcement Majors for fall, there is no difference in drop-out rates between 942 Majors and Non-942 Majors

Other Majors

	Spring				Fall			
	N	R		NR		R		NR	
Other Majors	147	105	(71.43)	42	(28.57)	63	(42.86)	84	(57.14)
Non-Other Majors	584	389	(66.61)	195	(33.39)	245	(41.95)	339	(58.05)
Total	731	494	(67.58)	237	(32.42)	308	(42.13)	423	(57.87)

$\chi^2 = 1.315$ $\chi^2 = .04$

Conclusion: There is no difference in drop-out rates between the other majors' catagory and the non-other major catagories.

Commerical Science Majors

	Spring				Fall			
	N		R		NR		R		NR	
Commerical Science Majors	27	(17.77)	21	(77.78)	6	(72.22)	14	(51.85)	13	(48.15)
Non-Commerical Science Majors	704		473	(76.19)	231	(32.81)	294	(41.76)	410	(58.24)
Total	731		494	(67.58	237	(32.42)	308	(42.13)	423	(57.87)

$\chi^2 = 1.68$ $\chi^2 = 1.059$

Conclusion: There is no difference in drop-out rates between Commerical Science Majors and Non-Commerical Science Majors.

Basis Type

NP Probationary Admission (Undergraduate)

		Spring			Fall	
	N	R	NR	R	NR	
NP	20	14 (70.00)	6 (30.00)	10 (50.00)	10	(50.00)
Non-NP	383	263 (68.67)	120 (31.33)	184 (48.04)	199	(51.96)
Total	403	277 (68.73)	126 (31.27)	194 (48.14)	209	(51.86)

$\chi^2 = .015$ $\chi^2 = .016$

Conclusion: There is no difference in drop-out rates between NP and Non-NP students.

PL Provisional Limited

		Spring		Fall	
	N	R	NR	R	NR
PL	24	5 (20.83)	19 (79.17)	4 (16.67)	20 (83.33)
Non-PL	379	272 (71.76)	107 (28.23)	190 (50.13)	189 (49.87)
Total	403	277 (68.73)	126 (31.27)	194 (48.14)	209 (51.86)

$\chi^2 = 32.10^*$ $\chi^2 = 15.44^*$

Conclusion: Provisional limited students are much more likely to drop out than Non-Provisional limited students.

RA Readmit Associate Program Students

		Spring		Fall	
	N	R	NR	R	NR
RA	22	12 (54.55)	10 (45.45)	9 (40.91)	13 (59.09)
Non-RA	381	265 (69.55)	116 (30.45)	185 (48.56)	196 (51.44)
Total	403	277 (68.73)	126 (31.27)	194 (48.14)	209 (51.86)

$\chi^2 = .61$ $\chi^2 = .502$

Conclusion: No significant difference in drop-out rates exists between RA and Non-RA students.

RB Readmit Bachelor Program

		Spring			Fall	
	N	R	NR	R	NR	
RB	59	25 (42.37)	34 (57.63)	14 (23.73)	45	(76.27)
Non-RB	344	252 (73.26)	92 (26.74)	180 (52.33)	164	(47.67)
Total	403	277 (68.73)	126 (31.27)	194 (48.14)	209	(51.86)
		χ^2 = 20.376*		χ^2 = 21.839*		

Conclusion: The Readmit Bachelor Program student is much more likely to drop out than the Non-Readmit Bachelor Program student.

TB Transfer Bachelor Program

		Spring			Fall	
	N	R	NR	R	NR	
TB	30	19 (63.33)	11 (36.67)	15 (50.0)	15	(50.0)
Non-TB	373	258 (69.17)	115 (30.83)	179 (47.98)	194	(52.01)
Total	403	277 (68.73)	126 (31.27)	194 (48.14)	209	(51.86)
		χ^2 = .409		χ^2 = .04		

Conclusion: There is no significant difference in drop-out rates between transfers and non-transfers.

HX 25 Years or Older

		Spring			Fall	
	N	R	NR	R	NR	
HX	55	37 (67.27)	18 (32.72)	31 (56.36)	24	(43.64)
Non-HX	348	240 (68.96)	108 (31.03)	163 (46.84)	184	(53.16)
Total	403	277 (68.73)	126 (31.27)	194 (48.14)	209	(51.86)
		χ^2 = .0617		χ^2 = 1.75		

Conclusion: There is no significant difference in drop-out rates between freshman students over 25 years of age and freshman students under 25 years of age.

HR Branch Scholar Students

	Spring			Fall	
	N	R	NR	R	NR
HR	68	54 (79.41)	14 (20.59)	35 (51.47)	33 (48.53)
Non-HR	335	223 (66.57)	112 (33.43)	159 (47.46)	176 (52.53)
Total	403	277 (68.73)	126 (31.27)	194 (48.14)	209 (51.86)
		$\chi^2 = 5.45$		$\chi^2 = .3627$	

Conclusion: There is no significant difference in drop-out rates between branch scholars and non-branch scholars.

HB Bachelor Program

	Spring			Fall	
	N	R	NR	R	NR
HB	125	111 (88.80)	14 (11.20)	74 (59.2)	51 (40.80)
Non-HB	278	166 (59.71)	112 (40.28)	120 (43.16)	158 (56.83)
Total	403	277 (68.73)	126 (31.27)	194 (48.14)	209 (51.86)
		$\chi^2 = 60.00$*		$\chi^2 = 10.24$*	

Conclusion: The Bachelor Program student is much less likely to drop out than the Non-Bachelor Program student.

Age

	Spring		Fall	
	N	Age	N	Age
NR	239	= 27.44	424	= 25.12
R	492	= 23.78	307	= 24.76
	t	= 2.05*	t	= .21

Conclusion: There is a significant relationship between age and drop-out rate following the first fall semester. This relationship is not significant following the spring semester.

Hours Completed

	Spring			Fall		
	N		Age	N		Age
NR	242	=	25.384	428	=	26.24
R	494	=	22.84	308	=	20.11
	t	=	1.39	t	=	3.368*

Conclusion: There is no relationship between the number of semester hours completed by the student and the drop-out rate following the first fall semester. There is, however, a significant relationship between the two following the spring semester.

Hours Attempted

	Spring			Fall		
	N		Hours	N		Hours
NR	241	=	7.265	427	=	4.33
R	493	=	11.589	307	=	11.328
	t	=	8.08*	t	=	3.769*

Conclusion: There is a significant relationship between the number of hours attempted by a student and the drop-out rate. The non-returner takes significantly fewer hours per semester than the returning.

GPR

	Spring			Fall		
	N		GPR	N		GPR
NR	235	=	1.93	420	=	2.28
R	493	=	2.72	308	=	2.73
	t	=	6.03*	t	=	3.435*

Conclusion: There is a significant relationship between GPR and the drop-out rate. The lower the GPR the higher the drop-out rate.

Predicted GPR

	Spring	Fall		
Not enough data available			N	GPR
		NR	101	2.091
		R	136	2.026
			t	.928

Conclusion: There is no relationship between predicted GPR and the drop-out rate.

SAT-Verbal

	Spring			Fall		
	N		Score	N		Score
NR	NR	41	373.90	NR	170	388.96
R	R	312	378.33	R	183	367.46
	N	353	377.81	N	353	377.81
		t	.06		t	1.69

Conclusion: There is no relationship between drop-out rate and SAT-Verbal scores.

SAT-Math

	Spring			Fall		
	N		Score	N		Score
NR	NR	41	379.51	NR	170	401.88
R	R	312	395.42	R	183	385.85
	N	353	393.57	N	353	393.57
		t	1.29		t	1.30*

Conclusion: There is no relationship between drop-out rate and SAT-Math scores.

Summary of Findings

A number of the variables studied clearly distinguishes the returning from the nonreturning student in both the spring and fall semesters. The data indicate the following variables have a significant relationship to USC-Lancaster's attrition rates:

Spring Nonreturners

Results indicate that students are significantly less likely to return for spring semester if they:

1. have a NSI code of 2 (indicating readmit students);
2. are married;
3. attend only evening classes;
4. have an undecided major;
5. have Law Enforcement majors;
6. have a basis type of classification of provisional limited;
7. have a basis type classification of readmit bachelor;
8. are enrolled for few credit hours;
9. have significantly lower GPR's; and
10. are older students.

Spring Returners

Results indicate that students are significantly more likely to return for spring semester if they:

1. have a NSI classification of 1 (denoting new freshmen students);
2. attend a University 101 class during the fall semester;
3. are single;
4. attend either daytime or a combination of daytime/evening classes;
5. have a two-year or four-year Nursing major;
6. have a Secretarial Science major;
7. have a HR (Branch Scholar) basis type classification; and
8. have a HB (regular freshman bachelor program) basis type classification.

Fall Nonreturners

Results indicate that students are significantly less likely to return for fall semester if they:

1. have a NSI classification of 2 (readmit students);
2. attend only evening classes;
3. are undecided about a major;
4. have a provisional limited basis type classification;
5. have a readmit bachelor basis type classification;
6. have more completed semester hours;
7. are enrolled for few semester hours; and
8. have significantly low GPR

Fall Returners

Results indicate that students are significantly more likely to return for fall semester if they:

1. attend day or a combination of day/evening courses
2. have Education or Secretarial Science majors
3. have a HB (regular freshman bachelor program) basis type classification

Other findings which although not statistically significant are never-the-less of interest because of their apparent trends.

1. Married women students are more likely to return for fall than spring semester - it appears they are likely returners if they can "get by" the first semester.
2. Students enrolled in University 101 classes are likely to return for fall.
3. The older student tends to return for fall if they too can "get by" the first semester.
4. The older and married students tend to be more likely to "stop-out" (quit after fall semester but return the next fall semester).
5. The academic level of an enrolling student appears less significant in attrition rates than the academic performance of a student during his initial semesters on campus.

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